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ABSTRACT

Hauppauge High School has a number of alternatives to educate and motivate seniors. Among these are minicourses in business, industrial arts, and home economics; elective courses; half-day enrollment at the area vocational and technical school; after-school driver education; early graduation programs; work-study programs; and independent study and independent career development programs. The most successful senior innovation is the dual credit high school-college level articulation program that offers over 60 college credits at the high school. The development of this option for seniors is described. In the 1975-76 school year, approximately 300 students are attempting to earn three or more college credits. This college credit program saves parents almost $100,000 and aids the intellectual and personal growth of the participating students. (Author/MLF)

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A Presentation to the Discussion Session entitled:

THE CHANGING TWELFTH GRADE

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It is indeed a pleasure to be with all of you today and to share some of our thoughts pertaining to "The Changing Twelfth Grade Year" at Hauppauge High School. Previously, succinctly described for us was a vast number of alternative programs that can be found in various schools throughout the country. All of them have some validity, but local circumstances and educational philosophy will invariably determine what specific experiences can be incorporated into the offerings of any single school.

Before I go any further therefore, I believe you should understand some facts about Hauppauge High School, because they have a direct affect on the types of programs we can offer to our pupils. Indeed, we are different in some ways from some schools in the country. We have over twenty-four hundred students grades nine through twelve and are still growing. The community is clearly middle class and, as represented by the Board of Education, conservative in fiscal management and educational philosophy. Over sixty-five percent of our graduates go on for some type of post-secondary education. The school is the hub of the suburban community because there is no main street, only small shopping centers and housing developments. In fact, we are so typical that on any given day I can ask my faculty of 134.2 members to respond to an educational issue and I will receive an overwhelming 30% who say yes, 30% who say no, 30% who say maybe and 10% who say they didn't get the announcements in their mailbox.

Now -- on to alternative programs, which many of you probably have.

Yes, we have the mini courses in business, industrial arts, home economics and the range of elective courses

in all disciplines designed to educate and motivate seniors.

Yes, we send many students to our area vocational and technical school on a half-day basis at a cost to the district of $2,000. each.

Yes, after consultation with the students and staff we developed our very successful alternative to a substitute teacher program entitled, "Enriched Educational Experiences" and we find this is far more rewarding to our young people.

Yes, in order to save driver education from being cut from our budget we moved it to an after-school setting, with commercial driving school assistance, thereby providing the opportunity for every senior to obtain this valuable training at a fraction of the cost of maintaining the program in the school day. In addition, this modification permitted seniors to enroll in other classes that can be beneficial in their lives.

Probably most of you have one or more of the aforementioned options in your school. While these are successful, I would, at this time, like to emphasize some other alternatives for seniors that have proven to be popular with our people.

We have two early graduation programs. One permits students to graduate a full year earlier than they normally would and the other gives them the opportunity to complete their studies in three and one-half years. Both of these options require a signed formal contract among the parent, child and school that clearly stipulates the responsibilities involved. The high cost of a college education has motivated a number of pupils to select this option, for it allows them to work for a period of time to save money or to begin their post-secondary studies at a time more convenient to their families. In addition, some young people select this program

to get an earlier start into the job market.

A significant number of seniors are involved in work-study programs emanating from the business and industrial arts departments. This is under the supervision of the distributive education coordinator and a guidance counselor assigned to assist these young people in their endeavors. Students attend school during any portion of the day to complete their academic requirements and are engaged in gainful employment during non-school hours. We have students working in the morning when jobs appear to be more available and attending school in the afternoon, as well as following the traditional morning class - afternoon work structure. For the non-college bound people this is an inviting alternative to a full day in school taking courses that don't interest them. The composition of the program requires contracts and supervisory responsibilities on the part of the employer.

Similar to the work-study program, but granting no credit toward graduation because no direct supervision is involved, is our early release program. By completing a contract a parent can request that his son or daughter be excused from school daily after fulfilling minimum academic requirements. A reasonably large percentage of seniors who have completed most of their Carnegie unit credits during their first three years in school choose this method of changing their schedule in their final year so that they can work or be at home with younger children, so that their parents can be employed.

For several years our seniors have had the opportunity to select the lifetime sports physical education class they desired during each of the four marking periods. This included not only

courses offered during the day, but instructional programs including life saving, camping, golf, bowling, cycling, water safety, officiating, ice skating, etc., offered after school, in the evening and on weekends. By providing this option to seniors we opened up another period during the day where they could involve themselves in a course of interest, and we substantially improved their attitude toward completing their physical education requirement.

The flexibility afforded students via independent study is virtually unlimited. It may surprise some of you, but we have found that so called "poor-risk" students have been as successful as the highly motivated pupils in completing the work required through independent study. We have formalized the procedure via a definitive contract and we have had virtually no problems with the program. Students can take courses that they might otherwise be unable to fit into their schedule, and the opportunity for personal growth is significantly enhanced. Seniors love this option and we must evaluate candidates carefully so that they do not put too much of a burden on themselves or the teacher in terms of workload. For individuals who change their personal aspirations late in their high school career, this is an ideal method of enabling them to reach their revised goal.

In the course description catalog given to students yearly to enable them to select their subjects for the next year, every department lists an option entitled, "Independent Career Development." The intent is to motivate those students who desire to enter a career and who want some practical experience in the special field to build their skills and knowledge. Planning related activities

with the department supervisor and guidance counselor a senior may receive English credit for working on a newspaper or for a radio station; math credit for working with a computer company; social studies or business credit for working with a law firm or the police department, science credit for working in a medical laboratory or with a veterinarian, etc. While I use the word work, I generally do not mean that the students are paid. It basically is a voluntary effort on the part of the pupil and the "employer" remunerates the young person with the benefits derived from this hands-on approach to learning.

I would now like to describe for you how and why Hauppauge High School became involved in our most successful senior innovation--the dual credit high school-college level articulation program. According to the people in the New York State Education Department, by offering over sixty college credits in our building, we have the largest program of this type in the state. The December, 1975 issue of the NASSP Curriculum Report was interestingly devoted to college level programs offered in schools throughout the country and I recommend it to you as important reading. I will tell you how we went about developing this option for seniors in the belief that most of us, as high school principals, have similar concerns and problems and with the hope that it will aid you in incorporating a like program in your school, should you desire to do so.

Advanced Placement courses and CLEP examinations were not completely meeting the needs of our college bound seniors, so we outlined the following basic rationale behind our search for other challenging learning alternatives.

1. We believed that too many college bound seniors stagnated academically in our current programs.
2. Only a few students who possessed both the money and the necessary transportation were able to travel to Long Island colleges to take courses.
3. The students who went to college to take courses during the regular school day were denied, due to travel time, the opportunity to take a full high school schedule.
4. The students who attended courses at various colleges after school hours or on weekends had a distinct advantage in our quality point class ranking system over those pupils who for a myriad of reasons were unable to attend a college during their senior year. This could affect college acceptance and was therefore categorically unfair.
5. Unless we took positive action, more and more students would be seeking to leave the school for college level study while in the junior or senior year, as post secondary schools were continuing to show increased interest in students who had this type of experience when evaluating applications.
6. In addition, the more students who chose to study at the college level as senior enrollment increased, the closer we would come to the point where laying off some of our own professional staff, due to the decrease in enrollment, would be inevitable. This we believed, was untenable under existing conditions, for we possessed many exceptionally qualified educators who would do a masterful job of teaching advanced courses, if given the opportunity.
7. It was clear to us that many borderline college bound students had no clear way to evaluate their potential for success as post-secondary pupils.

8. It was also undeniably true that some young people have little awareness of what it means to be a college student and the varying kinds of work required at that level.
9. From experience we learned that it was often difficult for qualified pupils to receive advanced placement credit from various colleges and universities.
10. Most of all though, we believed that we had a responsibility to provide our young people with challenging educational alternatives that would greatly benefit them in the near future. With this and other rationale in mind, a committee began investigating the possibility of bringing college level courses of study to Hauppauge High School. Contacts were made with public and private schools who had on-going programs with various colleges. Discussions at this level clearly indicated that arrangements had been made to have students go to the college campus involved and sit-in or audit classes there, or to have a college professor come to the high school and teach a class. Both of these alternatives were out of the question for us because of the following reasons:
    a) Our restricted community budget would not permit additional transportation expenditures.
    b) The time spent by pupils in transit to and from a college would conflict with important concerns noted in our rationale.
    c) Transporting students to one college would not give us the latitude in course offerings that we desired, and transporting pupils to all the colleges where courses of interest might be given was totally out of the question from a financial point of view.

d) The existing contractual agreement between the Board of Education and the Hauppauge Teachers Association would have been challenged by the teachers if a college professor taught a course in the high school that a qualified member of the association could teach. Grievance and court action would have prevented any such program of studies from getting off the ground.

With this information then known to us, meetings were held with representatives of the New York State Education Department who put us in touch with the Project Advance program at Syracuse University. After careful assessment we offered the following official Syracuse University courses of study to our qualified senior students for the 1974/75 school year: College Freshman English, Psychology, Religions of the World.

The benefits of our involvement in this program of studies were just what we wanted and included the following:

1. Qualified teachers on our own staff were selected to teach each course and were trained by Syracuse University personnel to make certain that the quality of the program of instruction would be at least as strong as it is on the Syracuse campus.
2. Official Syracuse University course criteria and materials were used.
3. All Project Advance courses were offered during the regular school day at Hauppauge High School and were open to any highly motivated, qualified senior.
4. Syracuse University departmental and supervisory personnel maintained direct contact with the program via personal visitations, the filing of written reports, workshops and telephone conferences.
5. Students were given the opportunity to earn three or more college credits in each one semester course for a cost of fifty dollars.

This was a substantial savings when compared with the regular on-campus costs for a similar course of study.

6. Upon the successful completion of the course(s) students would have three (or more) official college credits at Syracuse that could be transferred to any institution of higher learning that accepts Syracuse University credits, thereby giving the student official advanced standing at the college of his choice.
7. Senior students who had reason to question their ability to pursue a college education were, in some cases, either persuaded or dissuaded in one direction or another after participating in these courses.
8. Academically talented students who enrolled were challenged and motivated throughout their entire senior year and "senioritis" avoided.

While we evaluated our cooperative effort with Syracuse University during 1974/75, we also actively pursued the development of other dual credit programs of study with C. W. Post College, Adelphi University and Dowling College. Establishing basically the same format and responsibilities as previously described under our arrangement with Syracuse University, our department supervisors, faculty members and the representatives of these outstanding institutions collaborated to bring over sixty college level course credits to the students of Hauppauge High School for the 1975/76 academic year. Included were the following courses: Calculus, Principles of Biology, Zoology, College Accounting, Advanced Spanish, Advanced French, College Freshman English, English Comic Vision, English Tragic Vision, Religions of the World, Psychology, American History, Sociology, Western Civilization, Photography, Cinematography.

The establishment of a bona fide college level instructional program in Hauppauge High School over the past three years has been significant, but only an initial step in the development of educationally valuable programs for all of our students. In 1973/74 we had approximately 15 seniors attending classes on college campuses on a part-time basis. The 1974/75 school year revealed that we had 117 twelfth grade pupils enrolled in the three Syracuse University Project Advance courses. This year we have approximately 300 students attempting to earn three or more college credits. When one considers the cost factor of a college education today, as well as the benefits of enrolling in college with advanced standing, is there any doubt that the almost $100,000. saved by the parents of Hauppauge High School seniors, when compared with regular campus fees, is another asset derived by our having this college credit program for our pupils? This, we believe, is sound educational practice and quality human relations at its best.

Today, we at Hauppauge continue to evaluate this and similar programs and to investigate other alternatives for the young people placed in our care. We have accomplished a great deal in a few short years, but truthfully have only scratched the surface. The need for college and secondary school articulation and cooperation is explicit. The benefits derived by both institutional levels from such professional planning and implementation is self-evident. All of us must continue to explore opportunities to aid the intellectual and personal growth of young people, so that "senioritis" will desist and "enthusiasm for learning and life" will prevail.